CHAPTER II

REVIEW TO RELATED LITERATURE AND HYPOTHESIS

This chapter gives supporting definition and more about the explanation as the literature. These discuss about reading, definition reading comprehension, hortatory exposition text, teaching English in Senior High School, cooperative learning, Cooperative Integrated Reading and Composition (CIRC), Three Phase Technique, review of previous research, theoritical framework and the hypothesis.

2.1 Reading

Many people think that reading is a skill which taught once and for all in the first few years of school. Reading is one of the most important skills in learning language besides listening, writing, and speaking. The fundamental goal of any reading activities to know enough science concepts and the language (i.e. comprehending/understanding).

Reading is a simple process to decode each word in a text and then comprehend the meaning of those words. But this is not the understanding of reading. Reading is a complex process how the reader works to make sense of the text not just from the words.

Reading is very important in instructional process because reading has goals to seek information. It is a process used by the readers to find out of message, which the writer inform thought printed material. To support the meaning, the writer shows some opinions about the meaning of reading.

Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any

motivation to read a given text by some individual purpose of the task, whether imposed internally or externally. Reading is also a comprehending process.

Brown (2004:185) defined reading as skill that is taken for granted. It is arguably the most essential skill for success in all educational context, remains a skill of paramount important as we create assessment of general language ability.

Meanwhile, according to Tarigan (1986:7), reading is process done by someone in order to gain some important message conveyed by the writer through her or his words. It is process to get the messages either written messages or hidden messages.

According to Novthami and Yosta (2011), Reading is one of important skills in learning. The fundamental goal of any reading activities is to understand the concept and to know the language. From the definition above, the researcher can conclude that reading is a process to get information or message.

2.1.1 The Definition of Reading Comprehension

According to Grabe and Stoller (2002:17-19), Reading comprehension is the ability to understand information in a text and interpret the information appropriately. The readers provide a fairly accurate account of the processes required for fluent reading. Reading is always purposeful not only in the sense that the readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text triggered by some individual purpose of the task. Reading is also a *comprehending* process.

According to J. Oakhil, Cain and Elbro (2015), Reading comprehenison is important, not just for understanding text, but for broader learning, success in education and employment. Reading comprehension is a complex task, which

requires the consideration of many different cognitive skills and abilities. Reading comprehension is necessarily dependent on at least adequate word reading : readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehenison will depend on good language words in that text. The point of The Simple View of Reading Comprehension is that variation in reading ability can be captured (simply) in only two components : word reading (decoding) and language comprehension.

2.1.2 Types of Reading

Reading is a thinking activity. This process involves getting meaning from the printed word or symbol. According to Tarigan (1987:22), there are two types of reading, they are :

1. Reading Aloud

It is an activity that implemented the teacher, the students, and the other readers, so the other person (or audiences) can catch their voice and understand the information. The activity is more directed towards its pronunciation that it's the meaning. In reading aloud, the readers should have a high eye speed. He or she should have an ability to classify the words in the reading material correctly and accurately, so the listeners can catch the meaning clearly.

2. Silent Reading

This skill should since childhood when she or he is able to read by him/her self. In this type, the child should also completed with extra reading materials, which emphasis on the skill of the mastering the reading content, gathering the information from the reading's material and understanding the reading ideas with

his own effort. In silent reading, the children get the higher quality in comprehending phrases, mastering a large number of few vocabularies and beginning to know literature better than before. Meanwhile, Culpepper and Studer (2006:39) stated that there are three types of reading, they are:

1) Skimming

It is a way to look for over written material and get a general idea of what it is about without reading the details. This is also fastest type of reading because in skimming, the readers read titles or headings, subtitles or subheadings, and topic sentences as they look over page. They also note any words or terms that are bolded since they are obviously important. Noticing any illustration, charts, or graphs is also helpful. If they have some difficult material to read, skimming it first will give them an idea of what the material is about. It also gives them an overview of the topic which is helpful before they read more carefully.

2) Scanning

It is the next level of reading. This is a technique that the readers use when they are trying to find a particular piece of information on a page. Moving quickly across the lines and down the page, their eyes will pick up the key word or phrase that they are looking for. When they see it, they stop and read more slowly to get the information they need. If they answering question at the end of a chapter in one of their textbooks, they might need to look back in the chapter for something like a date or name. Scanning is useful to help them to find specific pieces of inforrmation in written materials.

3) In – depth Reading

It is type of reading that the redaers should do when they are reading difficult materials. When they read a chapter in a science book that covers totally new materials, they need to read it very carefully in order to understand the concepts in the material. In-depth reading helps them focus on details, processes, and concepts. As they read, they think about and notice the main ideas and subordinate ideas in the material.

2.2   Genre

The term of genre is popular for educational institution because of the reformation of the curriculum. It is one of the materials of english teaching in senior high school. Actually, genre is used for many forms of expressions in some context. According to Mongot (2007:2), "genre or text type is a kind of text based on the social function direction not to traditional varieties literature".

Gerot and Wignel (1995:17) states that a genre can be defined as a culturally specific text – type which result from using language (written or spoken) to help accomplishing something. Nunan (1993:120) says that "Genre is a particular type of oral or written communication such as a narrative, a casual conversation, a poem, a recipe or a description".

Genre in educational institution can be defined as different text which has different goal or purpose, levels, and linguistic features. There are many kinds of text which is called genre. From the definition above, the writer concludes that genre is particular purposes, particular stages that different from beginning, middle and end. It also has particular linguistic features.

2.2.1 Hortatory Exposition

Hortatory Exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done (Intelanguage, 2008:161). In other words, this text can be called as argumentation. Hortatory Exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, and research report.

Hortatory exposition is designed to persuade people to do something (Zang, 2006:297). Priyana, Riandi, and Mumpuni (2008:132) state that hortatory exposition texts is text to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

2.2.1.1 The Social Function

Every genre has a social function. The social function od Hortatory Exposition text is to persuade the readers or listeners that something should or should not be the case or happen done (Interlanguage, 2008:161).

2.2.1.2 The Generic Structures

Generic structure is important part of genre. According to Monitha (2014:2), the generic structure of Hortatory Exposition text usually has three components :

1. Thesis, it is a statement or announcement of issue concern.

2. Arguments, it shows reasons for concern that will lead to recommendation.

3. Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

2.2.1.3 The Language Features

Every genre has also language features. It determines what kind of text recognized. According to Mark and Kathy Anderson (1998:124), there are three language features of Hortatory Exposition text, as follows :

a. the use of words that show the author's attitude (modality).

b. the use of words that express feelings (emotive words).

c. the use of words to link cause and effect.

While Monitha (2014:2) stated there are five language features of Hortatory Exposition text, they are :

a. Focusses on generic human and non human participants,

b. Uses mental processess. It is used to stated what researcher or speaker thinks or feels about something. For example : realize, feel etc.

c. It often needs material processes.

d. It is used to state what happens, e.g. .... has polluted.... etc,

e. It usually uses Present Tense and passive voice,

f. Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly, and finally.

Sudarwati and Grace (2006:204) mention that the language features of hortatory exposition are :

a. The use of qualify statements (e.g: *usual, probably*)

b. The use of words that link arguments (e.g: *firstly, secondly, however, on the other hand, therefore*)

c. The use of compound and complex sentence

d. The use of modal and adverbs (e.g: *can, may, certainly, get, stop*)

Table 2.1

Title	Traffic Jam
Thesis	Everyday, traffic jam always happens in Jakarta. The Jakarta's streets have already fulfilled by the cars. Traffic jam makes people worry because they are not comfortable by the situation in the street. Besides, traffic jam also makes the police in Jakarta is very busy. Actually, traffic jam in Jakarta is caused by some problems.
Argument 1	The first, traffic jam in Jakarta is caused by many vehicle. Now, more people use their private vehicle to go to their offices. They do not use public transportation such as bus to go to their offices. Whereas, if they use the bus they will not feel tired. They prefer buying vehicle than using the bus, because the cost for buying

	the vehicle is cheap.
Argument 2	The second is violation of traffic light. Many people do not pay attention to the traffic light in the street. They do not obey the rules. Beside that, the government does not give a serious punishment. Ultimately, traffic jam happens in the street.
Argument 3	The third problem is much accident which happens in the street. It is caused by the driver who isn't careful. If the accident happened, the other driver can not drive well. And traffic jam happened.
Recommendation	I suggest that the driver must be careful and they must obey the rules in the street. As long as they do it well, traffic jam will be reduced. And the driver will fell comfortable when they drive their own vehicle.

2.3   Teaching English in Senior High School

Teaching activity is a process that carries out an educational institution's curriculum, in order to encourage the students to reach the goals that have been decided. The goal of education itself is to make the students get positive changing, inteliectually and become more independent in their lives. In reaching the purpose, the students interact with learning environment created by the teacher through a teaching process (KTSP:2006).

From the definition above, the writer can conclude that teaching English is an activity to taech English through a learning process created by the teacher to make the students be able to practice.

Nowdays, the school uses KTSP (School Based Curriculum). In this curriculum, teaching English based on four skills; listening, speaking, reading, and writing.

2.3.1 Teaching English in MA Darul Hikmah Menganti Kedung Jepara

Teaching English is part of teaching and learning process in the classroom. The teacher must cooperate with the students to get a good result in learning process. There are many definition of term teaching.

According to Brown (2007:7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. According to BSNP (2006:2) the purpose of teaching English in senior high school are:

1. Developing the competency in communicating in written and spoken to reach functional literacy level.

2. Having awareness of the important of learning English to improve the competency.

3. Developing the comprehension between language and culture.

The English teaching in MA Darul Hikmah Menganti Kedung Jepara is based on KTSP (Institutional Based Curriculum). In this curriculum, the students must be competent and mastery about text. The English teaching consist of four skills; listening, speaking, reading, and writing. And also the other elements such as vocabulary, grammar, and pronounciation.

The purpose of teaching in MA Darul Hikmah Menganti Kedung Jepara is the same purpose of teaching English in the other schools. According to the English curriculum, the purpose of teaching English is to develop the English language skills of listening, speaking, reading, and writing to increase the awareness about the importance of English language as the first foreign language program.

2.3.2   The Materials of English Teaching in MA Darul Hikmah Menganti Kedung Jepara

In teaching learning process the teacher should select the material in order to be compatible with the student's knowledge and curriculum program. The material can be taken from book, magazine, picture, novel, newspaper, journal, etc. The material can be from of passage or dialogue with emphasized on vocabulary, idioms, expression, and new language structure.

The material of English teachin in MA Darul Hikmah Kedung Jepara academic year 2017/2018 is taken from *Modul Pembelajaran Bahasa Inggris kelas XI IPS* by Tim MGMP Bahasa Inggris Kabupaten Jepara.

Based on the syllabus, the reading material for the eleventh grade students consist of Genre (Narrative, Descriptive, and Hortatory Exposition). In this case, the writer just discusses Hortatory Exposition Text.

2.4   Cooperative Learning

Cooperative is working together to achieve the goals. Cooperative activities we seek outcomes that are beneficial to ourselves and beneficial to all other group members. Cooperative learning is an instructional strategy based on the human instrict of cooperation. It is the use of the psychological aspects of cooperation and competition for student learning. According to Endang Fauziati entitled *Introduction to Methods and approaches in second or foreign language teaching* (2009:164) Cooperative Learning is part of a more general instructional approach known as Collaborative Learning. It is "an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the Classroom".

2.4.1   Definition of Cooperative Learning

Olsen and Kagan (1999:8) define Cooperative Learning as "grup learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others".

In Cooperative Learning, group activities are the major made of learning, such activities are used to increase the amount of students participation in the cooperative learning classrooms. They are carefully planned to maximize students interactions and to facilitate students contributions to catch others learning. They also provide comfortable environments in which students can practice giving output and negotiating meaning.

According to Nor, Mohammad.,dkk (2005), cooperative learning is practical classroom techniques which are used by the teacher to help the students learn the lesson, start from basic skills until complex problem solving skills.

According to Robert E. Slavin (2009:16) in his book entitled *Cooperative Learning Teori, Riset* dan *Praktik,* cooperative learning refers to a variety of teaching method where the students work in small groups to help each other in learning the lesson. The point is the students will work together in a groups of four to master the materials which are presented by the teacher. (Yusron, 2008).

Cooperative Learning has several techniques. The techniques are : The Roundtable, the Round Robin, Jigsaw, Numbered Heads Together (NHT), Think Pair Share, Cooperative Integrated Reading and Composition (CIRC), etc. All of those technique, the writer just gives explanation about Cooperative Integrated Reading and Composition (CIRC).

2.4.2   Cooperative Integrated Reading and Composition (CIRC)

According to Robert E. Slavin (2009:16) on his book entitled *Cooperative Learning Teori, Riset dan Praktik,* one of Cooperative Learning Technique is Cooperative Integrated Reading and Composition (CIRC); cooperative technique which comprehensive and complete for reading and writing learning on Elementary School, Junior High School, and Senior High School. (Yusron, 2008).

According to Mubarok, Effendi and Sofiana (2016:29), CIRC is a kind of integrated method which can be used by students in learning reading and writing. In this method, students are viewed as independent learner in their learning and should responsible in teaching and learning process.

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary grades. Students work in four-member cooperative learning terms. They engage in a series of activities with one another, including reading to one another, making predictions about how the stories will come out, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary. There are some steps of Cooperative Integrated Reading and Composition (CIRC), they are :

1. Making groups 4-5 members heterogeneously. The groups should be diverse in terms of gender, ethnicity, race, and ability.

2. The teacher gives text/passage based on the topic learning.

3. Students read it and find the main idea and gives responses on the text/passage and write it on a paper.

4. The groups give presentation/read the result.

5. The teacher makes conclusion.

6. Closing.

Cooperative Integrated Reading and Composition (CIRC) technique has several advantages, they are :

1. CIRC make the students active and give their own response.

2. CIRC can practice the students to be able to cooperate and appreciate someone's opinion.

2.5   Three Phase Technique

Richters (2009:6) suggest that the stages and procedure of this technique helps the students to put the skill in a classroom context and to see some of its possible relationship with other language skills. This technique consist of three stages. They are pre-reading, while-reading, and post-reading (cited in Journal of Language and Linguistic Studies Vol.5, No.1, April 2009). This technique consist of three stages. They are pre-reading, while-reading and post-reading.

1.   Pre-reading Activity

It is a warm-up and the basic of each text work. The teacher try to find out about the learners' prior knowledge and to activate it appropriately. Teacher also can use picture, case nowdays, news, and realia relevant with the topic that students will discuss based on the materials.

2.   While-reading Activity

This stage aims how learners understand a literary text. It also aims for helping learners to develop their reading strategies or skills, so that they can be effective and independent readers. Through the implication, students should be comfortable in their ways of reading which are appropriate to the given text. In this level, the students interact with the text by helping of their relevant background knowledge.

3. **Post-reading Activity**

The aim of this stage is to monitor the learner's retention comprehension and retention of the text. Post- reading activities are, for instance, writing different ending, playing role games or writing dialogues.

2.6   Review of Previous Research

In doing the research, the writer found some previous research that can be based on consideration for her research. The writer try to explain what the previous research discusses of their research. Here, the research will take some points of their research that are related to her research.

Durukan, Erhan (2009) in his article, entitled: "*The effect of Cooperative Integrated Reading and Composition (CIRC) technique on reading – writing skills of the seventh grade students at primary school at the centre of Giresun Province in the 2009/2010 academic year.*" The research design is true experimental research. The purpose of the research was to find out the effectiveness or not of Cooperative Integrated Reading and Composition (CIRC) technique on reading writing skills of the students of the seventh grade at primary school. The advantages of using Cooperative Integrated Reading and Composition (CIRC) technique in teaching redaing-writing skills could be described as follow:

1. The CIRC technique provide the student's members learning consistently.

2. The CIRC technique increased the student's capbility in reading-writing skills achievement.

3. The CIRC technique give positive effect for the student's learning group.

The population of the research is the seventh grade students at a primary school at the centre of Giresun Province. The number of students is 45. Experimental and control groups were randomly assigned: 24 students were grouped into experimental group and 21 students were grouped into control group. The findings in relation to reading comprehension skill and written expression skill showed that mean scores of both experimental and control group students increased. In reading comprehension skill, pre-test and post-test mean scores of experimental group are X= 13.42 and X=23.29 and pre-test and post-test Mean scores of control group are X= 13.52 and X= 19.95. in written expression skill, pre-test nd post-test Mean scores of experimental group are X= 12.13 and X= 22.54 and pre-test and post-test Mean scores of control group are X= 13.00 and X= 20.62.

Mulyandari, Faiziyah (2010) in her article, entitled: "*The use of Cooperative Integrated Reading and Composition (CIRC) method to teach reading comprehension in Narrative text at the eleventh grade language program students of SMA 1 Bae Kudus in the academic year 2009/2010.*" The objective of this research, the researcher found out whether or not the use of Cooperative Integrated Reading and Composition (CIRC) method to improve the reading comprehension of the eleventh grade students of SMA 1 Bae Kudus. She concluded that the use of CIRC method applied in vocabulary word of the students to translate the narrative text. The CIRC method as a guided learning to understanding the text and predicting the meaning. She gives pre-test and post-test to know whether there is a significant difference between before and after the students in taught by using Cooperative Integrated Reading and Composition (CIRC) method in teaching reading comprehension in Narrative text. The pre-test asses the reading comprehension in

Narrative text by using Cooperative Integrated Reading and Composition (CIRC) method, while the post test data described the reading comprehension after the students got the treatment. Before the writer taught reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) method, she found the highest is 36 and the lowest score is 19. While after the writer taught reading comprehension by using Cooperative Integrated Reading and Composition (CIRC) method, she got the highest score is 39, the lowest score is 29. The result showed that the reading comprehension of Narrative text after using CIRC method is good ($X=32.72$ and $S=3.728$), while the reading comprehension of Narrative text before using CIRC method is sufficient ($X=28.72$ and $S=4.035$). the population is the entire tenth grade students of SMA 1 Bae Kudus in the even semester are nine classes. She took XI Bahasa as the sample of the research which the number of the students is 22.

Jannah, Anis Tahul (2011) in her article, entitled: "*The improving reading ability of writing text by using Cooperative Integrated Reading and Composition (CIRC) of seventh grade students in SMP 1 Mejobo the academic year 2010/2011.*" The result of the research that the students' ability of writing text of the seventh grade students in academic year 2010/2011 before being taught by using Cooperative Integrated Reading and Composition (CIRC) method, the average score (mean) is 54.9 and the result of the research that the students ability of writing text of the seventh grade students in academic year 2010/2011 after being taught by using Cooperative Integrated Reading and Composition (CIRC) method, the average score is 74.3. the subject of the research is the seventh grade students of SMP 1 Mejobo.

Here in this research entitled "The Student's Reading Comprehension on Hortatory Exposition text of the Eleventh Grade Students of MA Darul Hikmah Menganti academic year 2017/2018 taught by using Cooperative Integrated Reading and Composition (CIRC) Technique" is very useful to apply in learning process. The different implementation of CIRC technique than the previous the researcher for the students to make cooperate, active and understand the text not only for the meaning but the contents of text, in here the text is hortatory exposition. In this technique the students create their activity work in a class. Through this research the teacher can apply this technique to increase the students in reading skill. This technique has several advantages for the students to increase the student's skill especially in reading. I choose the media to support the technique with a kind of genre is Hortatory Exposition text. Because the text consist of argumets to increase the student's response to understand the content of text. Hortatory Exposition text is very suitable as a media for support this technique to apply in this research. Beside that, CIRC technique make the students active, cooperate and create a team work in learning process to learn hortatory exposition text with deep understanding the meaning and contents easily.

2.7   Theoretical Framework

In this research, the writer assumes that there is any significant difference between the Reading Comprehension on Hortatory Exposition text of eleventh grade students of MA Darul Hikmah Menganti Kedung Jepara academic year 2017/2018 taught by using Cooperative Integrated Reading and Composition (CIRC) Technique and those who are taught by using Three Phase Technique.

Reading Comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. Reading comprehension is a complex task, which requires of many different cognitive skills and abilities.

Hortatory Exposition text is a kind of text which has purposed to explained the listeners or readers that something should or should not happen or be done (Interlanguage, 2008:161).

Slavin (2009: 16) stated Cooperative Integrated Reading and Composition (CIRC) is a cmprehensive program for teaching reading and writing/language arts. In this technique, this technique gives them a way how to be active students, how to give opinion and appreciate someone's opinion.

According to Durukan, Erhan (2009) in his journal, he suggested that CIRC Technique and traditional method were effective on reading comprehension and writing expession skills; however, CIRC technique used in the experimental group is more effective. Therefore, the researcher assumes that teaching reading by using CIRC technique is better than teaching reading by using Three Phase Technique.